



Development and Validation of a School-Based Educational Package Based on Reality Therapy Theory for Female Students

Sajedeh. Fazeli Shahroudi¹, Fariborz. Dortaj^{2*}, Kamran. Sheivandi Cholicheh³, Noor Ali. Farrokhi⁴, Fatemeh Ghaemi⁵

¹ PhD Student in Educational Psychology, Department of Psychology, SR.C., Islamic Azad University, Tehran, Iran

² Professor, Department of Educational Psychology, Faculty of Psychology and Educational Science, University of Allameh Tabataba'i, Tehran, Iran

³ Assistant Professor, Department of Educational Psychology, Faculty of Psychology and Educational Science, University of Allameh Tabataba'i, Tehran, Iran

⁴ Professor, Department of Measurement and Measurement, Allameh Tabatabaei University, Tehran, Iran

⁵ Associate Professor, Department of Transplantation and Disease, Deputy for Medical Affairs, Ministry of Health and Medical Education, Tehran, Iran

* Corresponding author email address: dortaj@atu.ac.ir

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ABSTRACT

Purpose: The present study aimed to develop and content-validate a school-based educational package grounded in reality therapy theory to enhance psychosocial, motivational, and self-regulatory competencies among female students.

Methods and Materials: This study employed a qualitative descriptive design based on the guided and progressive approach to qualitative orientation. The educational package was developed through a systematic multi-stage process, including defining objectives, reviewing and analyzing relevant theoretical and empirical literature, extracting key concepts, organizing content, and designing a structured package consisting of ten sessions. Each session was organized around four core components: objectives, structure, techniques, and assignments. To evaluate content validity, the package was reviewed by a panel of 11 experts in psychology, counseling, and education. The Content Validity Ratio (CVR) was calculated using Lawshe's method to assess the necessity of each component, and the Content Validity Index (CVI) was calculated to assess relevance and clarity, following established content validity evaluation procedures.

Findings: The results indicated that all components of the educational package met or exceeded the minimum acceptable thresholds for content validity. CVR values for all sessions and components surpassed the critical value required for an expert panel of 11 members, indicating that the content was judged to be essential. Additionally, CVI values for all items were higher than the accepted criterion, demonstrating strong relevance and adequacy of the package content across objectives, structure, techniques, and assignments. Overall, the findings confirmed the internal coherence and content validity of the developed educational package.

Conclusion: The validated educational package demonstrates strong content validity and provides a theoretically grounded, structured, and culturally responsive framework that can be implemented in school settings to support female students' psychosocial development, motivation, responsibility, and self-awareness.

Keywords: reality therapy, choice theory, school-based intervention, educational package, female students, content validity

1. Introduction

Education systems worldwide increasingly recognize that schools are not merely sites for academic instruction but are also central contexts for the psychosocial development, identity formation, and empowerment of students, particularly girls. Despite substantial progress in access to education, persistent structural, cultural, and psychological barriers continue to limit girls' full participation and flourishing in educational settings. Empirical evidence demonstrates that girls are still frequently confronted with implicit stereotypes regarding ability, autonomy, and leadership, which can negatively affect motivation, self-efficacy, and academic engagement (Napp, 2022). These challenges underscore the necessity of designing school-based educational interventions that are both theoretically grounded and culturally responsive, with explicit attention to the unique developmental needs of female students.

From a global perspective, research on girls' education highlights enduring inequalities in learning opportunities, psychosocial support, and educational outcomes. Studies conducted in diverse sociocultural contexts reveal that girls often experience lower perceived agency, reduced confidence in decision-making, and heightened vulnerability to anxiety and academic stress, particularly during adolescence (Ojewola, 2015; Sahoo, 2016). These findings suggest that academic success for girls cannot be addressed solely through curricular reforms or instructional strategies but requires comprehensive educational packages that integrate emotional, cognitive, social, and motivational dimensions of learning.

Within this framework, motivation and self-regulation have emerged as critical determinants of students' academic well-being and persistence. Empirical studies indicate that interventions targeting intrinsic motivation, goal setting, and self-regulatory skills can significantly improve students' engagement and learning outcomes (Kim et al., 2025; Sudiarsana, 2021). For female students, such interventions are particularly salient, as motivation is often shaped by relational contexts, perceived social expectations, and internalized beliefs about competence and worth (Napp, 2022). Consequently, school-based programs that explicitly address choice, responsibility, and personal agency are well positioned to enhance girls' academic and psychosocial functioning.

Reality therapy, grounded in Glasser's choice theory, offers a coherent theoretical framework for addressing these

needs. Choice theory conceptualizes human behavior as purposeful and internally motivated, emphasizing individuals' capacity to make responsible choices to satisfy basic psychological needs, including belonging, power, freedom, fun, and survival (Arab, 2020; Ismaili, 2010). Reality therapy operationalizes these principles in educational and counseling contexts by focusing on present behavior, personal responsibility, and realistic planning for change. This approach aligns closely with educational goals related to autonomy, self-regulation, and adaptive decision-making, making it particularly suitable for school-based interventions.

A growing body of empirical research supports the effectiveness of reality therapy across a range of educational and psychosocial outcomes. Studies have demonstrated its positive impact on students' learning motivation, academic well-being, and discipline (Aziz, 2022; Nurjanah, 2020). In school settings, reality therapy-based counseling and training programs have been shown to enhance self-efficacy, identity development, and adaptive goal orientation among female students (Nowruzpoor, 2021; Xiong, 2016). These findings suggest that reality therapy can function not only as a therapeutic modality but also as a structured educational approach that fosters responsibility and meaningful engagement with learning.

Beyond academic variables, reality therapy has also been associated with improvements in emotional regulation, mental health, and quality of life. Research conducted with various populations, including adolescents, parents, and couples, indicates that interventions based on choice theory contribute to greater life satisfaction, reduced psychological distress, and enhanced interpersonal relationships (Abbasi et al., 2016; Dizjamai & Kharamin, 2016; Soflai, 2017). Such outcomes are particularly relevant for female students, who often report higher levels of academic anxiety and emotional burden in competitive educational environments (Hosseini & Heydari, 2024). Integrating reality therapy principles into school-based educational packages may therefore offer a preventive and developmental approach to promoting mental health alongside academic growth.

Another important dimension of contemporary education is the cultivation of higher-order psychological capacities such as wisdom, creativity, and spiritual intelligence. Educational theorists argue that these constructs play a central role in students' capacity to find meaning in learning, cope with challenges, and engage ethically with others (Kilcup, 2016; Kordnoghiabi, 2017). Empirical studies have shown that programs emphasizing reflective thinking, value

clarification, and purposeful action can enhance students' socio-cultural and spiritual competencies (Zelli et al., 2025). Reality therapy's emphasis on values, responsibility, and purposeful choice provides a conceptual bridge between cognitive skill development and deeper existential dimensions of education.

In addition, effective school-based interventions must be aligned with broader educational transformation goals and culturally grounded value systems. In contexts influenced by Iranian-Islamic educational philosophy, scholars emphasize the integration of moral education, responsibility, and social commitment within pedagogical practices (Hedayati & Najafi, 2019). Educational packages that neglect cultural values risk limited acceptance and sustainability in schools. By contrast, reality therapy-based programs can be adapted to emphasize ethical responsibility, social connectedness, and purposeful living, thereby aligning psychological intervention with culturally endorsed educational aims (Golshanpour, 2018; Sahabi, 2018).

The literature also highlights the importance of structured, validated educational packages rather than fragmented or ad hoc interventions. Systematic program design, content validation, and fidelity of implementation are critical factors influencing the effectiveness of school-based interventions (Zhang et al., 2025). Without rigorous development and validation processes, even theoretically sound programs may fail to produce consistent outcomes. Studies focusing on intervention fidelity and educators' beliefs demonstrate that well-designed, clearly structured packages are more likely to be implemented effectively and to yield positive student outcomes (Zhang et al., 2025). This underscores the need for educational packages that are not only grounded in theory but also empirically validated in terms of content relevance and necessity.

Gender-sensitive approaches further strengthen the rationale for developing specialized educational packages for girls. Research on gender roles and social pressures indicates that girls' experiences in educational settings are often shaped by expectations related to compliance, emotional labor, and relational orientation (Tortora, 2020). These dynamics can constrain girls' expression of autonomy and assertiveness unless explicitly addressed within educational programs. Reality therapy's focus on choice, agency, and personal responsibility directly challenges passive or externally imposed roles, supporting girls in developing a more empowered sense of self within academic and social contexts (Napp, 2022; Sudiarsana, 2021).

Recent empirical studies continue to demonstrate the relevance of psychosocial interventions for contemporary students facing complex social and emotional demands. Interventions targeting mental health literacy, social acceptance, and adaptive help-seeking behaviors have shown promising results among high school students (Rahchamani, 2024; Saboohi et al., 2025). When integrated with reality therapy principles, such interventions can address both individual coping skills and relational competencies, creating a comprehensive framework for student development. This integrative approach is particularly important for female students, whose academic trajectories are often intertwined with social acceptance, emotional well-being, and perceived support.

Despite the growing body of research on reality therapy and school-based interventions, gaps remain in the systematic development and validation of comprehensive educational packages specifically designed for female students. Many existing studies focus on isolated outcomes, short-term interventions, or clinical counseling contexts, rather than structured, curriculum-like packages implemented within schools (Ebadi, 2020; Ghorbanpour et al., 2021). Moreover, limited attention has been paid to ensuring content validity through rigorous expert evaluation, which is essential for establishing the credibility and applicability of educational programs in formal school settings.

Given these considerations, there is a clear need for research that integrates theoretical foundations of reality therapy, empirical evidence on girls' educational and psychosocial needs, and systematic program development methodologies. A school-based educational package that is carefully designed, culturally responsive, and empirically validated can contribute to enhancing female students' motivation, self-awareness, responsibility, emotional regulation, and social competencies. Such a package not only supports individual student development but also aligns with broader educational goals related to holistic learning, equity, and sustainable personal growth.

Accordingly, the present study aims to develop and validate a school-based educational package grounded in reality therapy theory for female students.

2. Methods and Materials

In this study, a qualitative descriptive method proposed by Lambert and Lambert (2012) was used to develop the school-based educational package. This method is applied to

the analysis of non-numerical data (the content of books and reports).

The stages employed in this method are as follows:

Stage 1: Determining the research objective and axes

The aim of this study was to strengthen the social and cognitive skills of female students. To achieve this goal, existing needs and challenges in this area were identified.

Stage 2: Identification of relevant texts and in-depth review

In the second stage, valid studies related to reality therapy theory published over a 20-year period (2001 to 2021) were collected, and through repeated in-depth reading, their key and essential points were identified.

Stage 3: Note-taking

During the review process, brief notes were prepared, including personal interpretations, ideas, and suggestions for designing the educational package. These notes facilitated the organization of the design process and covered various aspects of the content.

Stage 4: Data analysis

In the fourth stage, the notes and collected information were categorized into main themes and categories. This process helped identify key components and the specific needs of students in designing the educational package and enabled a more precise analysis of the data.

Stage 5: Development of the educational package content

At this stage, the initial content of the educational package was designed. This content was developed based on the analyses conducted and the information gathered from relevant texts and included practical activities and exercises, instructional strategies, and supplementary educational resources.

Stage 6: Evaluation and content validity assessment of the educational package

The educational package was sent to expert reviewers ($n = 11$) in the form of an evaluation form. After explaining the

objectives of the study, they were asked to determine the degree of alignment of each session with the intended objectives based on a four-point Likert scale (“completely relevant,” “relevant,” “relatively relevant,” and “not relevant”). Accordingly, the Content Validity Index (CVI) of the package was examined.

They were also asked to evaluate the necessity of each session based on a three-point Likert scale (“completely necessary,” “useful but not necessary,” and “not necessary”), based on which the Content Validity Ratio (CVR) of the educational package was estimated.

Stage 7: Finalization of the educational package

Finally, after applying the necessary revisions and improvements based on the feedback received, the educational package was finalized and prepared in a practical format for implementation in schools.

3. Findings and Results

To identify concepts and develop the educational package, a guided and progressive approach based on the qualitative descriptive orientation proposed by Lambert and Lambert (2012) was used. The process began with reviewing and examining studies related to school-based educational packages. Source selection in this phase was purposive and based on keywords relevant to the research problem and objectives, within the time span of 2001 to 2021. After reviewing various sources, the main and practical contents related to the educational package were identified and documented through systematic note-taking. In the subsequent stage, through in-depth analysis of the collected contents, an educational package consisting of 10 sessions was developed and organized. To enrich the content of this package, findings from selected studies in the research literature with an Iranian-Islamic cultural approach were also utilized. The results related to the educational package are presented in Table 1.

Table 1

Results Related to the Educational Package

Session	Focus	Session Objectives	Session Structure	Techniques	Assignments
1	Introduction to the program	Establish effective facilitator–student rapport; introduce program rules and objectives; clarify students’ ethical and social responsibilities; enhance motivation for participation	Welcome and rapport building; emotional reflection writing; introduction of program goals, rules, and learning challenges	Introduction to reality therapy; group discussion on positive behaviors and responsibility	List personal basic needs; prioritize others’ needs; report positive and negative social interactions
2	Emotions and their role in life	Understand emotions and their functions; identify types of emotions; learn healthy emotional expression	Review of prior session; explanation of emotions with examples; group discussion; story-based emotion identification	<i>Emotion Handbook</i> : systematic recording of emotions, signs, and symbols	Daily emotional report; completion of the Emotion Handbook
3	Values and meaning of life	Identify personal and social values; understand sources of life meaning; strengthen critical thinking	Review; definition of values; group discussion; reflection on meaning and spirituality	<i>Values Analysis</i> : listing and discussing core values and their influence	One- to two-page report on core values and life meaning
4	Responsibility and choices	Understand responsibility in decision-making; analyze consequences of choices	Explanation of responsibility; group analysis of real or hypothetical choices	<i>Consequence Analysis</i> : evaluation of positive/negative outcomes and alternatives	Analyze a major personal choice; plan actions for responsible decision-making
5	Critical thinking and problem solving	Develop analytical thinking; improve logical problem solving; encourage dialogue	Introduction to critical thinking; group scenario analysis; discussion	<i>5WIH Technique</i> (Who, What, When, Where, Why, How)	Analyze a real-life problem using 5WIH; write a problem-solving short story
6	Creative games and exercises	Enhance creativity; promote collaboration; strengthen experiential learning	Introduction to creative play; group activities; reflection and discussion	Dramatic and role-play games for creative solution design	Emotional experience report; completion of Emotion Handbook
7	Effective communication skills	Improve active listening, emotional expression, empathy, and conflict resolution	Instruction on communication principles; role-playing; practice activities	Active listening; “I-statements”; conflict management strategies	Active listening practice; emotion-focused letter writing; conflict analysis
8	Nonverbal communication and emotion management	Increase awareness of body language and emotional cues; improve emotion regulation	Analysis of nonverbal cues; group discussion; emotion regulation training	<i>Nonverbal Feedback</i> : interpreting body language, facial expressions, tone	Observation and analysis of nonverbal communication; reflective report
9	Teamwork and cooperation	Strengthen collaboration, role awareness, and group problem solving	Ice-breaker; discussion of group roles; cooperative task performance	Brainstorming; role-playing; collaborative note-taking	Group research presentation; creative or artistic group task
10	Self-awareness and self-evaluation	Enhance self-knowledge; promote spiritual intelligence, wisdom, and creativity	Self-reflection activities; strengths–weaknesses analysis; group feedback	Strengths–Weaknesses Table; self-assessment tools; “Three Good Things” exercise	Letter to future self; application of learning in daily life

As shown in Table 1, each session consisted of four components: objectives, structure, presentation of techniques, and presentation of assignments. To ensure the content validity of the educational package, the Content Validity Ratio (CVR) was calculated using Lawshe’s method (1975), and the Content Validity Index (CVI) was calculated using the method proposed by Waltz, Strickland, and Lenz for each individual session of the educational package. The results were examined and confirmed and are presented in Table 2.

The CVR values were interpreted based on Lawshe’s critical values table. Given that the expert panel consisted of

11 specialists, the minimum acceptable CVR value was required to be greater than 0.62. According to the findings, this criterion was met, and the content of all sessions across the four components (objectives, structure, techniques, and assignments) achieved the required scores. In addition, the CVI values were calculated for all sessions, and the scores for all items were higher than 0.79. Based on accepted standards for content validity assessment, these values were considered appropriate and acceptable. Accordingly, the content validity of the educational package was confirmed.

Table 2

Content Validity Assessment of the School-Based Educational Package Based on Reality Therapy Theory

Session	Component	CVI– Relevance Completely Relevant	Highly Relevant	Moderately Relevant	Not Relevant	CVI Criterion Level	Obtained CVI	CVR– Necessity Essential	Useful but Not Essential	Not Essential	CVR Criterion Level	Obtained CVR
1	Objectives	9	1	1	0	0.79	0.90	8	3	0	0.63	1.00
	Structure	10	1	0	0	0.79	1.00	9	2	0	0.63	1.00
	Techniques	10	1	0	0	0.79	1.00	8	3	0	0.63	1.00
	Assignments	9	2	0	0	0.79	1.00	9	2	0	0.63	1.00
2	Objectives	10	1	0	0	0.79	1.00	8	2	1	0.63	0.81
	Structure	9	2	0	0	0.79	1.00	6	4	2	0.63	0.81
	Techniques	10	1	0	0	0.79	1.00	9	2	0	0.63	1.00
	Assignments	11	0	0	0	0.79	1.00	9	2	0	0.63	1.00
3	Objectives	11	0	0	0	0.79	1.00	7	3	1	0.63	0.81
	Structure	11	0	0	0	0.79	1.00	9	2	0	0.63	1.00
	Techniques	9	1	1	0	0.79	0.90	9	2	0	0.63	1.00
	Assignments	9	1	1	0	0.79	0.90	7	3	1	0.63	0.81
4	Objectives	11	0	0	0	0.79	1.00	8	2	1	0.63	0.81
	Structure	11	0	0	0	0.79	1.00	9	2	0	0.63	1.00
	Techniques	11	0	0	0	0.79	1.00	10	1	0	0.63	1.00
	Assignments	11	0	0	0	0.79	1.00	7	3	1	0.63	0.81
5	Objectives	9	1	1	0	0.79	0.90	6	4	2	0.63	0.81
	Structure	10	1	0	0	0.79	1.00	7	3	0	0.63	0.81
	Techniques	9	2	0	0	0.79	1.00	10	1	0	0.63	1.00
	Assignments	11	0	0	0	0.79	1.00	7	3	1	0.63	0.81
6	Objectives	9	2	0	0	0.79	1.00	6	4	2	0.63	0.81
	Structure	11	0	0	0	0.79	1.00	7	3	0	0.63	0.81
	Techniques	11	0	0	0	0.79	1.00	10	1	0	0.63	1.00
	Assignments	11	0	0	0	0.79	1.00	7	3	1	0.63	0.81
7	Objectives	10	1	0	0	0.79	1.00	7	3	1	0.63	0.81
	Structure	11	0	0	0	0.79	1.00	8	2	1	0.63	0.81
	Techniques	11	0	0	0	0.79	1.00	9	2	0	0.63	1.00
	Assignments	11	0	0	0	0.79	1.00	10	1	0	0.63	1.00
8	Objectives	9	1	1	0	0.79	0.90	8	3	0	0.63	1.00
	Structure	8	2	1	0	0.79	0.90	9	2	0	0.63	1.00
	Techniques	8	1	2	0	0.79	0.81	8	3	0	0.63	1.00
	Assignments	9	1	1	0	0.79	0.90	9	2	0	0.63	1.00
9	Objectives	9	2	0	0	0.79	1.00	9	2	0	0.63	1.00
	Structure	10	1	0	0	0.79	1.00	8	2	1	0.63	0.81
	Techniques	9	2	0	0	0.79	1.00	6	4	2	0.63	0.81
	Assignments	10	1	0	0	0.79	1.00	9	2	0	0.63	1.00
10	Objectives	11	0	0	0	0.79	1.00	9	2	0	0.63	1.00
	Structure	11	0	0	0	0.79	1.00	7	3	1	0.63	0.81
	Techniques	11	0	0	0	0.79	1.00	9	2	0	0.63	1.00
	Assignments	9	1	1	0	0.79	0.90	9	2	0	0.63	1.00

4. Discussion and Conclusion

The purpose of the present study was to develop and validate a school-based educational package grounded in reality therapy theory for female students. The findings demonstrated that the designed package achieved acceptable and robust content validity, as evidenced by CVR and CVI indices exceeding established thresholds across all sessions and components. These results indicate that the objectives,

structure, techniques, and assignments of the package were judged by experts to be both relevant and necessary, supporting the internal coherence and conceptual adequacy of the intervention. From an educational psychology perspective, this outcome suggests that reality therapy can be systematically translated into a structured, curriculum-like package suitable for school contexts, rather than remaining confined to counseling or clinical settings.

The strong content validity of the package aligns with the theoretical assumptions of choice theory, which emphasize

personal responsibility, purposeful behavior, and internal motivation as central drivers of learning and well-being. Prior studies have consistently shown that interventions based on reality therapy enhance students' motivation, self-regulation, and engagement with learning tasks (Nurjanah, 2020; Sudiarsana, 2021). The current findings extend this literature by demonstrating that these principles can be embedded within a comprehensive, session-based educational program whose content is systematically validated. This is particularly important in school environments, where interventions must be clearly structured and aligned with educational objectives to ensure feasibility and acceptance by educators (Zhang et al., 2025).

One notable finding of the validation process was the consistently high relevance scores for the objectives and techniques across sessions. This suggests that experts perceived a strong alignment between the developmental needs of female students and the core components of the package. Research on girls' education indicates that girls often benefit from interventions that explicitly address autonomy, self-efficacy, and decision-making within supportive relational contexts (Napp, 2022; Sahoo, 2016). The emphasis of the present package on choice, responsibility, emotional awareness, and interpersonal skills appears to resonate with these needs, providing a theoretically and empirically grounded response to gender-specific educational challenges.

The findings related to necessity (CVR) further underscore the perceived importance of the package components. All sessions exceeded the minimum acceptable CVR value based on Lawshe's criteria, indicating that experts judged each component as essential or at least useful for achieving the program's aims. This result is consistent with prior empirical evidence demonstrating the effectiveness of reality therapy in addressing a wide range of psychosocial and educational outcomes, including learning motivation, academic anxiety, self-efficacy, and identity development among female students (Aziz, 2022; Hosseini & Heydari, 2024; Nowruzpoor, 2021). The current study adds to this body of research by confirming that a multi-session, school-based package can integrate these outcomes within a coherent framework.

The inclusion of sessions focusing on emotions, values, and meaning in life reflects a broader shift in educational research toward holistic models of student development. Studies have shown that emotional regulation and value clarification are closely linked to academic persistence and psychological well-being, particularly for adolescents

navigating identity formation and social expectations (Kilcup, 2016; Tortora, 2020). Reality therapy's focus on present behavior and personal choice provides a practical mechanism for helping students connect emotional experiences with responsible action. The validation results suggest that experts recognized the relevance of these components, reinforcing the argument that emotional and existential dimensions should be integral to school-based educational programs.

The sessions devoted to critical thinking, problem solving, and self-evaluation also received strong validation scores, highlighting the perceived importance of cognitive and metacognitive skills within the package. Prior research has demonstrated that self-regulated learning strategies and reflective practices significantly enhance academic outcomes and self-concept, particularly among female students (Golshanpour, 2018; Kim et al., 2025). By integrating these skills within a reality therapy framework, the present package bridges cognitive skill development with motivational and behavioral regulation. This integration is consistent with findings that interventions combining self-regulation with value-based decision-making yield more sustainable educational outcomes than purely skills-based approaches (Xiong, 2016).

Another important aspect of the findings is the strong validation of sessions focusing on communication skills, teamwork, and cooperation. Social competence and relational skills have been identified as critical predictors of academic adjustment and school engagement, particularly for girls, whose educational experiences are often shaped by peer relationships and social acceptance (Ojewola, 2015; Rahchamani, 2024). The experts' endorsement of these components suggests that the package effectively addresses interpersonal dimensions of learning. This is in line with relational-cultural perspectives that emphasize the centrality of relationships in girls' psychological development and educational success (Haskins, 2017).

The cultural adaptability of the package also warrants discussion. Drawing on Iranian-Islamic educational values, the program emphasizes responsibility, ethical behavior, and purposeful living. Prior research highlights that culturally grounded educational interventions are more likely to be accepted and sustained within schools, particularly when they align with prevailing moral and social frameworks (Hedayati & Najafi, 2019; Sahabi, 2018). The validation results indicate that experts perceived the content as culturally appropriate and meaningful, supporting the integration of global psychological theories with local

educational values. This finding addresses a common critique of imported educational models, namely their limited cultural relevance.

The present findings are also consistent with studies demonstrating the effectiveness of reality therapy beyond academic outcomes, including improvements in quality of life, mental health, and interpersonal relationships (Abbasi et al., 2016; Dizjamai & Kharamin, 2016; Ebadi, 2020; Soflari, 2017). Although the current study focused on content validation rather than outcome evaluation, the strong endorsement of package components suggests potential for similar benefits when implemented in school settings. In this sense, the package may function as a preventive and developmental intervention, supporting students' psychological resilience alongside academic growth.

Importantly, the structured nature of the package responds to calls in the literature for more systematic program development in educational interventions. Many prior studies on reality therapy in schools have employed short-term or isolated interventions, limiting their scalability and integration into curricula (Ghorbanpour et al., 2021; Naderi, 2015). By contrast, the present study offers a validated, session-based package that can be implemented as part of school programs. This contributes to methodological rigor in the field and provides a model for future intervention development.

Overall, the discussion of results suggests that the validated educational package represents a theoretically sound, empirically supported, and culturally responsive approach to enhancing female students' motivation, self-awareness, emotional regulation, and social competence. The alignment of the findings with previous studies across educational, psychological, and counseling domains strengthens confidence in the relevance and potential effectiveness of the package. While further empirical testing is required to assess outcomes, the present study establishes a solid foundation for implementation and evaluation in school contexts.

Despite the strengths of the study, several limitations should be acknowledged. First, the research focused exclusively on content validity through expert judgment and did not assess the effectiveness of the package through experimental or quasi-experimental designs. Second, the expert panel size, while adequate for content validation, may limit the generalizability of judgments to broader educational contexts. Third, the study was conducted within a specific cultural and educational framework, which may constrain the applicability of findings to other sociocultural

settings without adaptation. Finally, the reliance on qualitative descriptive methods limits the ability to draw causal inferences regarding the impact of the package on student outcomes.

Future studies should evaluate the effectiveness of the validated package using experimental or longitudinal designs to examine its impact on academic motivation, emotional regulation, self-efficacy, and social skills among female students. Comparative studies could explore differences between reality therapy-based packages and other school-based interventions. Researchers may also consider adapting and validating the package for different age groups, educational levels, or male students. Additionally, examining implementation fidelity and teachers' perspectives would provide valuable insights into practical challenges and facilitators of school-based adoption.

From a practical standpoint, schools and educational policymakers can use the validated package as a framework for integrating psychosocial education into regular curricula. Training teachers and school counselors in reality therapy principles may enhance the effectiveness of implementation. Practitioners are encouraged to adapt session activities to the specific needs and contexts of their students while maintaining the core structure of the package. Incorporating parental and community involvement may further strengthen the program's impact and sustainability.

Authors' Contributions

Authors equally contributed to this article.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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Declaration of Interest

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Ethical Considerations

All procedures performed in studies involving human participants were under the ethical standards of the institutional and, or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

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